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ABSTRACT

Part of an eight-module, graduate level, competency-based curriculum to prepare specialists in vocational education curriculum, this module provides information and experiences to enable the curriculum specialist to organize and operate a staff development program to improve vocational educators' ability to develop and use curriculum plans and materials. The module is divided into two parts. Part 1 involves the acquisition of concepts and background necessary for planning and conducting a staff development program through participation in discussion and other simulated activities, such as the case situation approach and conferences. Objectives included in part 1 concentrate on the following areas of staff development: Understanding the terminology, competencies for leadership, communication, planning procedures, and evaluation. Part 2 concentrates on implementing the ideas gained from the first part by participation in an internship. The module makes extensive use of the case method, which is a discussion of a typical problem or issue actually facing the curriculum specialist together with surrounding facts, opinions, and prejudices upon which the specialist has to depend. These realistic cases are presented to students for analysis, open discussion, and final decision. Organization of the module is by major performance objectives followed by related learning activities. A pretest, posttest, and explanation of the case method approach complete the module. (Author/NJ)

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ED133555

CURRICULUM

for

GRADUATE PROGRAM

to Prepare

VOCATIONAL EDUCATION CURRICULUM SPECIALISTS

MODULE 7

Promoting Professional Growth & Staff Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Vocational Education Amendments of 1968, Public Law 90-576

The content of this module was used as a part of a graduate course in Vocational Technical Education at Washington State University. The effectiveness of the curriculum material was evaluated on the basis of:

1. Performance data from pre and post tests and other evaluative techniques used in the course.
2. Use of a Curriculum Evaluation Questionnaire which was developed, administered and summarized by the third party evaluator, Northwest Regional Education Laboratory. This questionnaire provided a faculty and student rating of: individualization of the curriculum, choice of learning settings and quality of curriculum.

Revisions in final drafts utilized these evaluations.

COMPETENCY

THE VOCATIONAL EDUCATION CURRICULUM SPECIALIST WILL DEMONSTRATE THE ABILITY TO PROMOTE PROFESSIONAL GROWTH AND STAFF DEVELOPMENT FOR CURRICULUM IMPROVEMENT.

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INTRODUCTION

Purpose

The purpose of this module is to provide the prospective Vocational Education Curriculum Specialist with the necessary knowledge, skills, and attitudes required to organize and operate a staff development program that will improve vocational educators' ability to develop and use curriculum plans and materials.

Rationale

The terms professional growth, inservice development, and staff development are used frequently to describe a program of continuing education for professional school personnel. No one assumes that the professional preparation of a vocational teacher is completed after a four-year program of pre-service education. Nor is the individual prepared who enters the teaching profession with several years of work experience and a course or two in teaching methodology. Opportunities for extending and refining the competence of vocational educators are now considered to be an integral part of professional development. Curriculum specialists, in cooperation with their administrators, have responsibility for the effective coordination of staff development activities related to curriculum development and change, teaching strategies, and evaluation of instruction. Each activity will need to be planned in terms of established philosophy and the expressed needs of the teaching staff.

If vocational education is to exert its full impact upon the social and economic needs of our nation and people, it will be necessary for curriculum specialists to help in the development of an effective vocational education staff.

The curriculum specialist must possess a good background in the theory

of leadership in staff development and the knowledge, skills, and attitudes to work with others concerned with the improvement of instruction in vocational education.

Assumptions

It can be assumed that:

1. The curriculum specialist serves as a leader in helping the teaching staff to improve their ability to identify, select, organize, implement, and evaluate learning experiences as they relate to vocational education.
2. To be effective, the curriculum specialist must be able to work cooperatively with a variety of groups or individuals.
3. There are several "leadership styles" used in identifying and training leaders.
4. Since the curriculum specialists must, by definition, achieve instructional objectives through the action of others, communication is central to their effectiveness.
5. When curriculum specialists provide leadership to improve communication, or to initiate change, they do so within the context of an agency, a school or an organization. It is critical that hypotheses about effective staff development behavior be developed in light of existing knowledge, research and theory on organization.
6. For a curriculum specialist to translate aspirations into practice requires the application of various skills. Besides the interpersonal dimension, many of the skills are shared in common with counseling, administrative, and other leadership positions.
7. Successful implementation of new curriculum depends upon the commitment of each vocational education teacher.

8. The success of new or revised vocational curriculum, including the use of new curriculum materials, depends upon effective staff development.
9. Staff development, like curriculum development, is a continuous process.
10. Successful staff development depends on the active participation and cooperation of all vocational education staff.

Overview

This module is divided into two parts. Part I involves the acquisition of concepts and background necessary for planning and conducting a staff development program through participation in discussion and other simulated activities (i.e., case situation approach and conferences).

Objectives included in Part I concentrate on the following areas of staff development: understanding the terminology, competencies for leadership, communication, planning procedures, and evaluation.

Part II concentrates on implementing the ideas gained from Part I by participation in an internship. Suggested activities might include: working with advisory committees, speaking to community groups, etc.

The Case Method

This module makes extensive use of the case method. The professor and students should become familiar with this instructional strategy.

The case method continues to be a sound teaching method in vocational education. As used in this module, the case method is a discussion of a typical problem or issue actually facing the curriculum specialist together with surrounding facts, opinions, and prejudices upon which the curriculum specialist has to depend. These realistic cases are presented to students for analysis, open discussion, and final decision as to the type of action that should be taken.

The rationale supporting the case method centers around the development of independent, constructive thinking on the part of the students. This is accomplished in two ways. First, there is a discussion of possibilities, probabilities and expedients. The possibilities involve combinations of intricate facts; the probabilities include human reactions; and the expedients are those that most likely bring about responses in others that lead to a specific goal or objective.

Second, student participation is achieved by opening up channels of communication between students and students, and between students and teachers.

The use of the case method does not preclude the use of other methods and is often combined with instructional strategies. The case method trains students to know and to act by becoming active participants rather than passive listeners. Before the curriculum specialists can engage in case discussions involving decision making in staff development, they must acquire a background in the mechanics of staff development. Once the students understand the rationale for staff development and the techniques employed in improving the effectiveness of the staff, they can approach cases with less apprehension and with more positive results.

Students may be required to formulate their own solutions to the case presented, or they may work in small groups. The procedures to be employed in using the case method in the classroom are left to the discretion of the professor. However, regardless of the classroom procedure employed, the case method must accomplish four basic objectives:

1. Identify the problem.
2. Secure all information bearing on the problem.
3. Advance alternative solutions, keeping in mind human reactions.
4. Select the most appropriate solution to the problem based on logic and indicate the type of action to be taken to achieve the established

goal.

Questions appearing at the end of each case are for discussion purposes and should not be construed as the problem but a possible problem that needs a solution.

Module Prerequisites

This module is planned for persons who have had experience in vocational education and advanced course work in curriculum. It should be planned as the last module in the program designed to prepare Vocational Education Curriculum Specialists.

PRETEST

1. The individual ultimately responsible for professional development is the:

   A. Superintendent.
   B. Principal.
   C. Individual instructor.
   D. Curriculum specialist.

2. Inservice is to staff as:

   A. Pre-service : undergraduate
   B. Professional development : faculty
   C. Teacher : workshop
   D. Conference : instructor

3. The chief difference between an administrator and a supervisor is:

   A. A "line versus staff" position status.
   B. The background experience required.
   C. Decision making skills required.
   D. The amount of authority granted.

4. The most urgent need for an organized staff development process is caused by:

   A. Increasing pupil enrollments.
   B. Need for improved school leadership.
   C. Inadequate pre-service development.
   D. New knowledges and skills.

5. When the individual and/or his/her work is adjusted so that motivation and sense of self will be maximized, it best describes:

   A. Administration.
   B. Supervision.
   C. Staff development.
   D. Professional growth.

6. Management is to staff development as:

   A. Goal setting : planning
   B. Data collection : need identification
   C. Process : product
   D. Leadership : professional growth

7. The process of individuals and groups interacting, where both move toward educational goals that are acceptable to them, best describes:

   A. Educational leadership.
   B. Professional growth.
   C. Supervision.
   D. Management.

8. Which adjective best describes the reason for professional growth?

   A. Right
   B. Responsibility
   C. Privilege
   D. Duty

9. The one factor upon which all others depend for workshop effectiveness is:

   A. Personnel involved.
   B. Priorities identified.
   C. Time scheduling.
   D. Planned evaluation.

10. Common causes of unsuccessful staff development workshops include:

   A. Poor planning, groups which are too large, and lack of motivation.
   B. Poor leadership, too large of a group, and too much repetition.
   C. Improper use of instructional aides, lack of involvement, and pressure to participate.
   D. All of the above.

11. In general, which of the following is the LEAST satisfactory form of staff development:

   A. Faculty meeting.
   B. School visitations.
   C. Sabbatical leave.
   D. Administrative internship.

12. The role of school administrators, with regard to staff development, is to:

   A. Encourage and support in a positive way.
   B. Provide a plan by which teachers develop professionally.
   C. Provide financial assistance to attend meetings and conferences.
   D. All of the above.

13. If maximum participation is expected in a staff development workshop, it is most essential that:

   A. Participants be notified well in advance of the workshop.
   B. Objectives be clearly identified at the beginning of the workshop.
   C. Participants be actively preparing prior to the workshop.
   D. A variety of presentation modes be incorporated.

14. Which of the following motives is the best one for participating in a typical staff development program?

   A. Satisfy university and/or college requirements for a master's degree
   B. Workshop title appeals to the individual
   C. Prepare oneself to be better in writing instructional objectives
   D. Improve teachers' performance in triggering student performance

15. An effective designer of curriculum staff development will:

A. Involve the teachers in planning.
B. Find ideas permeating from the top down.
C. Develop a PERT chart for activities.
D. Attend national workshops regularly.

16. Which one of the following identifies appropriate objective(s) of inservice educational programs?

A. Keeping the teacher up-to-date in subject matter
B. Informing the teachers of new developments in teaching
C. Feeding back research and innovative methods of teaching
D. All of the above

17. As the curriculum specialist, the first step to complete in arranging for a staff development workshop is:

A. Survey the group for identification of their needs.
B. Secure the approval from administration to conduct a workshop.
C. Design a rough draft of the topics for the workshop.
D. Finalize the plans and assign time schedules.

18. If supervisors are in a position to see innovative teachers and teaching, it is their responsibility to:

A. Publish effective practices for others to benefit from.
B. Reward such efforts with appropriate recognition.
C. Encourage the teachers to publish.
D. All of the above.

19. The case study method is basically:

A. Void of any opinions or prejudices.
B. Cognitive oriented.
C. Problem-solving based.
D. Based in experience.

20. The managerial grid theory of leadership, as developed by Blake and Moulton, is based on:

A. Eighty-one management styles.
B. Thirty-six combinations of leadership.
C. The assumption that a 5,5 is the ideal leadership style.
D. Two critical variables: production and goals.

KEY FOR PRETEST

1. C
2. B
3. D
4. D
5. B
6. D
7. A
8. B
9. A
10. D
11. A
12. D
13. C
14. D
15. A
16. D
17. B
18. D
19. C
20. A

POSTTEST

1. The individual ultimately responsible for professional development is the:

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B. Thirty-six combinations of leadership.
C. The assumption that a 5,5 is the ideal leadership style.
D. Two critical variables: production and goals.

21. The best evaluation of effectiveness of a staff development program involves:

A. Student outcomes.
B. Staff goals.
C. Program goals.
D. All of the above.

22. A vocational instructor who has been successful as a craftsman for a number of years decides to try teaching for the first time. Which of the following types of staff development is needed immediately? That which:

A. Is devoted to the instructor's occupational area.
B. Presents the teacher's first obligation as maintaining classroom discipline.
C. Focuses on increasing teacher effectiveness in the classroom.
D. Stresses the importance of vocational certification.

23. The one shortcoming of the "trait approach" in selection and identification of effective leaders is that it is:

A. Readily understood by practicing managers.
B. Used with modification in any manner of discussion group.
C. Open to individual interpretation of characteristics and abilities.
D. Used by individuals to make periodic assessments of performance.

24. Task-oriented is to Fiedler as:

A. Self-actualization : Argyris
B. Relationship-oriented : Bakanis
C. Interpersonal influence : Katz
D. Proficiency : Argyris

KEY FOR POSTTEST

1. C
2. B
3. D
4. D
5. B
6. D
7. A
8. B
9. A
10. D
11. A
12. D
13. C
14. D
15. A
16. D
17. B
18. D
19. C
20. C
21. D
22. C
23. C
24. A

PERFORMANCE OBJECTIVE 1

Describe and explain the terminology and concepts in staff development.

Learning Activity 1-a

Using the references and the material that follow, develop a brief explanation of the following terms and concepts related to staff development:

Leadership	Interaction
Management	Conference
Professional Growth	Visitation
Administration	Administrator
Supervision	Supervisor
Organization	Intervisitation
Staff Development	Leadership Styles
Psychological Distance	PERT
Inservice Education	Inservice
Instructional Systems Design	Program Staff Development

References:

Alfonso, Robert J.; Firth, Gerald R.; and Neville, Richard F. Instructional Supervision: A Behavior System. Boston, MA: Allyn and Bacon, Inc., 1975. Chapters 1, 2 and 3.

Evans, Rupert N., and Terry, David R., eds. Changing the Role of Vocational Teacher Education. Chicago, IL: McKnight and McKnight, 1971. Chapter 4.

Good, Carter V. Dictionary of Education. New York: McGraw Hill Book Co., 1973.

Marks, James R.; Stoops, Emory; and Stoops, Joyce King. Handbook of Educational Supervision. Boston, MA: Allyn and Bacon, Inc., 1971. pp. 219-229.

Learning Activity 1-b

Read the referenced material found in the Appendix. Upon completion, answer the following questions in writing and be prepared to defend your answers orally.

1. The person assigned the area of staff development must assume responsibility for what specific items?
2. Who is to be included in the staff development process?
3. Give a minimum of four ways to assess needs in staff development.
4. Name at least nine methods used in providing staff development.
5. List the steps necessary for organizing a staff development program.
6. What three areas should be evaluated in a staff development program and how should the evaluation be accomplished?

Reference:

Bakamis, William A. "Organizing a Staff Developing Program in Vocational Education." Washington State University, Pullman, WA, 1976. (Mimeographed.)

PERFORMANCE OBJECTIVE 2 ●●

Describe the competencies needed for effective leadership in conducting staff development programs.

Learning Activity 2-a

Individually, or with other students, develop a list of what you consider to be your most important qualities for leadership in working with a group in curriculum development or improvement. Compare your list of qualities with those suggested in the references below.

References:

Alfonso, Robert J.; Firth, Gerald R.; and Neville, Richard F. Instructional Supervision: A Behavior System. Boston, MA: Allyn and Bacon, Inc., 1975. Chapter 4.

Stadt, Ronald W.; Bittle, Raymond, E.; Kennelle, Larry J.; and Hystrom, Dennis C. Managing Career Education Programs. Englewood Cliffs, NJ: Prentice Hall, 1973. Chapter 3.

Wenrick, Ralph C. "Development and Leadership Roles in Administration." in Contemporary Concepts in Vocational Education. First Yearbook of the American Vocational Association. Edited by Gordon F. Law. Washington, DC: American Vocational Association, 1971.

Wiles, Kimball. Supervision for Better Schools. New York: Prentice Hall, Inc., 1950. p. 38.

Learning Activity 2-b

Using the reference, list ten or more ways in which the curriculum specialist can foster and maintain high morale in an organization. Develop the list into an evaluative checklist that can be used to appraise morale.

Reference:

Stadt, Ronald W.; Bittle, Raymond, E.; Kennelle, Larry J.; and Hystrom, Dennis C. Managing Career Education Programs. Englewood Cliffs, NJ: Prentice Hall, Inc., 1973. Chapter 4.

Learning Activity 2-c

Review the information concerning the Case Method on pages

Using the guidelines, consider the following case studies.

Case Situation 1

As an Assistant Dean of Instruction, you are serving as the leader of vocational education in a community college. John George is an outstanding teacher in the vocational education division. During the first quarter you have been so impressed with his performance that you have informed your Dean of Instruction, by letter, of his accomplishments. The Dean is anxious to locate promising teachers for the purpose of preparing them for great responsibilities and assignments.

Then, for some unexplained reason, there is a noticeable change in John. Once a happy, easy-going and enthusiastic person, John has become quiet, moody, and is easily angered. At times he has become quite belligerent over small and insignificant matters. His relationship with his colleagues and workers has deteriorated. He is careless in his teaching, turns in poorly prepared reports, and often arrives late for work. From time to time he reports in that he is sick.

This person was once a dynamic personality with a positive attitude toward his work. Once he positively influenced the morale of the entire faculty but now he is becoming a serious threat to the morale and motivation of the entire division. Many have noticed this change in behavior and have indicated that "something must have happened to John!" You have information from two sources

suggesting that John may be having family problems.

You realize that you must act quickly, because the welfare of your staff and John's career are at stake. One of your responsibilities is to provide for high morale and motivation for members of your staff.

In view of this situation, (a) What would be your first course of action? (b) Whom would you contact for assistance? (c) What other courses of action could you take in the solution of the problem?

Explain how you would go about getting John George to once again become an effective member of your teaching staff.

Case Situation 2

As a member of the central administration staff, you have been given the responsibility of coordinating some of the city-wide programs in improving curriculum for vocational education. You have been encouraged to be observant for individuals having leadership potential. In your association with the junior high and senior high school principals, you are impressed by a young, senior high school principal. You note that there exists in his school an esprit de corps unequaled in the entire system. Morale is high. The atmosphere within the school is one of cheerfulness, friendliness, and high productivity. You have, therefore, identified this school as one from which you would select a team to revise the curriculum in business education.

On your next visit to the school, two months later, you note a change in the school atmosphere within the business education department. You start to hear and feel that there is a movement against the school leadership. To determine the cause, you find that the principal, a dynamic person, has encouraged his staff to be innovative, to accept greater responsibilities, and to assume leadership roles in the overall program designed to improve curriculum. You further discover that the principal has assigned a new, young teacher as acting Department Chairman of the business education area.

The teacher in charge is aggressive, accepts additional responsibilities without comment, and shows considerable promise as a leader. His performance, as far as you can tell, is excellent. Some of the older teachers, however, have resisted him and have engaged actively in degrading the younger teacher.

You know the reason for the change in the department's atmosphere. Answer these questions:

1. What do you consider your role to be in this situation?
2. What steps would you take to correct the situation?
3. What advice would you give to the young principal to prevent the situation from occuring again?
4. Define the competencies you would need to accomplish the overall task of solving the problem and providing an atmosphere conducive to curriculum revision.

PERFORMANCE OBJECTIVE 3 ●●●

Identify the basic factors that influence communication and indicate the implications of each on the Vocational Education Curriculum Specialist in conducting a staff development program.

Learning Activity 3-a

Read the identified reference. Divide a sheet of paper into two columns and head one "Basic Factors" and the other "Implications." Under "Basic Factors," identify the six (6) factors that affect communication. In the second column, list the implications the particular factor has for the curriculum specialist.

Reference:

Alfonso, Robert J.; Firth, Gerald R.; and Neville, Richard F. Instructional Supervision: A Behavior System. Boston, MA: Allyn and Bacon, Inc., 1975. Chapter 5.

Learning Activity 3-b

Using the reference, analyze and determine solutions to these cases:

Case Nos. 1-8, p. 131-154

Case No. 10, p. 155

Case No. 11, p. 155-6

Case No. 16, p. 158

Case No. 17, p. 158

Reference:

Stadt, Ronald W.; Bittle, Raymond, E.; Kennelle, Larry J.; and Hystrom, Dennis C. Managing Career Education Programs. Englewood Cliffs, NJ: Prentice Hall, Inc., 1973.

PERFORMANCE OBJECTIVE 4 ●●●●

Develop and defend a model for implementing an inservice program for vocational education staff development.

Learning Activity 4-a

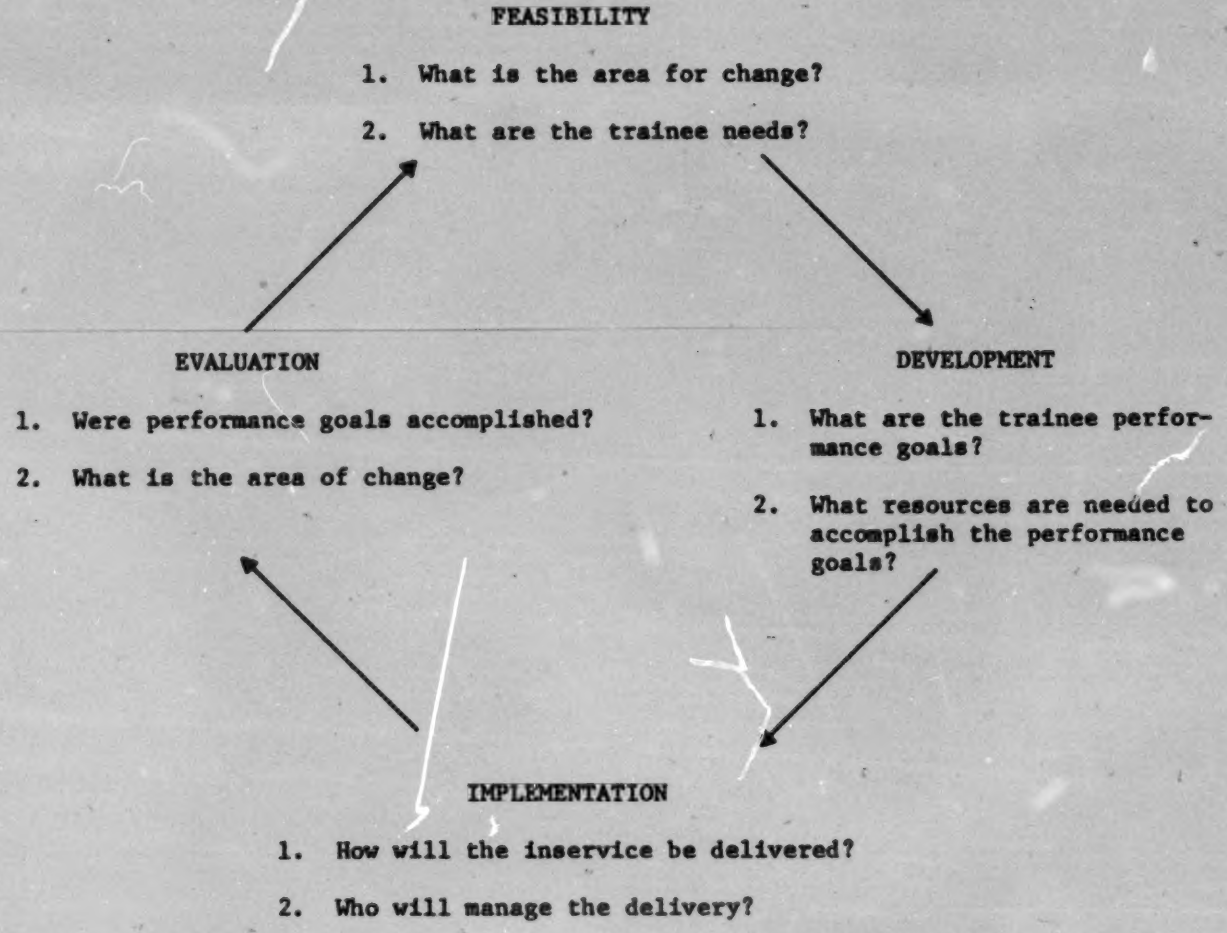
After studying the Vogler Model which follows, and/or one such as the Comprehensive Career Education Model found in Comprehensive Vocational Education Personnel Development and Utilization, develop your own model.

Reference:

Department of Health, Education and Welfare. Comprehensive Vocational Education Personnel Development and Utilization. Washington, DC: Superintendent of Public Documents, 1972.

Vogler, Daniel E. "Contemporary Ideas for Inclusion in Inservice Training." Paper presented at the American Vocational Association Convention, Atlanta, GA, Dec. 3, 1973. ED 089 121.

VOGLER MODEL[1]


FEASIBILITY
1. What is the area for change?
2. What are the trainee needs?
DEVELOPMENT
1. What are the trainee performance goals?
2. What resources are needed to accomplish the performance goals?
IMPLEMENTATION
1. How will the inservice be delivered?
2. Who will manage the delivery?
EVALUATION
1. Were performance goals accomplished?
2. What is the area of change?

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[1] Daniel E. Vogler, "Contemporary Ideas for In-service Training." (Paper presented at the American Vocational Association Convention, Atlanta, GA, December 3, 1973. p. 4. ED 089 121, 1973.)

PERFORMANCE OBJECTIVE 5 ●●●●●

Describe how to organize and implement a staff development program.

Learning Activity 5-a

Using the references, outline the steps which you would use in organizing and implementing a staff development program.

References:

Bakamis, William A. "Organizing a Staff Development Program in Vocational Education." Washington State University, Pullman, WA, 1976. (Mimeographed.) See Appendix.

Marks, James R.; Stoops, Emory; and Stoops, Joyce King. Handbook of Educational Supervision. Boston, MA: Allyn and Bacon, Inc., 1971. pp. 91-130.

Learning Activity 5-b

Using the guidelines concerning the case study method on pages 3-5, consider the following case situation.

Case Situation

Assume that you are the Vocational Director of a large school district which includes four junior high schools and three high schools. You have been asked by the superintendent to organize and coordinate the efforts of all the automotive staff in solving the following problem:

Six members of your vocational auto mechanics faculty participated in a summer workshop devoted to the study and development of a student workbook, designed to be used with the newly adopted textbook for the coming year. The district paid the summer registration fees for the participants. The workbook was developed for grades 10, 11, and 12 on three levels of difficulty. Copies of the workbook were sent to all automotive instructors, who were to review them during the year. At the end of the year, these instructors were to turn in

their corrections, recommendations, suggestions, and evaluations of each unit.

In a meeting with the automotive department chairmen, you discover that:

1. Half the members of the auto mechanics staff did not approve the adopted test.
2. One school did not have representation at the summer workshop. Also absent from the workshop was the automotive instructor from the evening school.
3. Many of the teaching staff resisted the effort—indicating that "our program is good enough."

Explain how you would follow through on the request of the superintendent.

PERFORMANCE OBJECTIVE 6 ● ●●●●●

Identify the basic techniques used in staff development and describe how to apply them.

Learning Activity 6-a

Using the references and the form provided, list the techniques used in staff development in Column 1. In Column 2, briefly describe the technique used; and in Column 3, establish a set of guidelines that will assist you in using the particular technique. (Example below.)

I. TECHNIQUE	II. DESCRIPTION	III. GUIDELINES
1. Supervisory visits	Visits to classroom, especially those for studying the total learning situation. Attention is given to all factors which affect student learning, including the curriculum being used.	1. Evaluate the job not the person. 2. Base your evaluation on "on-site" observations of teacher and learner. 3. Use positive approach, consider how to improve teachers' effectiveness. 4. Record observations immediately. 5. Etc.

References:

Department of Supervisors and Directors on Instruction. Newer Instructional Practices of Promise, Twelfth Yearbook. Washington, DC: National Education Association, 1964. pp. 328-349.

Marks, James R.; Stoops, Emory; and Stoops, Joyce King. Handbook of Educational Supervision. Boston, MA: Allyn and Bacon, Inc., 1971. Chapters 7, 8, 9, 10 and 11.

Worksheet for Learning Activity 6-a

I. TECHNIQUE	II. DESCRIPTION	III. GUIDELINES

PERFORMANCE OBJECTIVE 7 ●● ●●●●●

Develop a system for evaluating the staff development program.

Learning Activity 7-a

Using the references, Appendix, and Module Six on Preparing for Curriculum Evaluation, prepare a list of criteria you would use in evaluating a staff development program.

References:

Bakamis, William A. "Organizing a Staff Development Program in Vocational Education." Washington State University, Pullman, WA, 1976. (Mimeographed.) See Appendix.

Marks, James R.; Stoops, Emory; and Stoops, Joyce King. Handbook of Educational Supervision. Boston, MA: Allyn and Bacon, Inc., 1971. Chapters 18, 19 and pp. 62-84.

Learning Activity 7-b

Develop a checklist you would use to determine your effectiveness in conducting a staff development program.

Learning Activity 7-c

Write a paper concerning the importance, purposes, and techniques of evaluating staff improvement programs in vocational education.

PART II

APPLICATION OF STAFF DEVELOPMENT PROCESSES

PERFORMANCE OBJECTIVE 8 ●●● ●●●●●

Be able to implement staff development theory into practice in a variety of situations.

Once the learner has successfully completed Part I of the Staff Development Module and experienced activities involving simulated cases, the learner will then be ready to gain meaningful experiences in the field. The following staff development activities are suggestive of what the learners can engage in while serving internships. It should be noted that the activities suggested are not to be construed as final.

Obviously, the learners will not have the opportunity to participate in all of the suggested activities. However, efforts must be made to include as many and as wide a variety as possible.

In many cases, interns will enter the field with some degree of apprehension. No doubt, they will encounter special programs. To help overcome the intern's anxieties, the professor should refer the prospective intern to the reference below. This reference will identify and discuss problems encountered in working with the teaching staff.

Reference:

Wiles, Kimball, and Loveall, John T. Supervision for Better Schools. Englewood Cliffs, NJ: Prentice Hall, Inc., 1975. Chapter 13.

Suggested Activity 8-a

Interview twenty or more teachers or curriculum workers and be prepared to report in a group seminar on:

(1) What they liked most about the staff development program.

(2) What they disliked most about the staff development program.

(3) How staff development practices, procedures, and interactions can be improved.

List the necessary steps for the reorganization of staff development training programs.

Suggested Activity 8-b

Develop a lesson plan for orienting new teachers to departmental policies and procedures for curriculum development and change. Check the plan with the field supervisor from the university.

Reference:

Marks, James R.; Stoops, Emory; and Stoops, Joyce King. Handbook of Educational Supervision. Boston, MA: Allyn and Bacon, Inc., 1971. Chapter 10.

Suggested Activity 8-c

Using the lesson plan developed in Suggested Activity 8-b, deliver the presentation before the new faculty. Evaluate your effectiveness by developing a self-evaluation rating scale.

Suggested Activity 8-d

Determine what model is being used for staff development in a local school district, community college, or other educational agency. In cooperation with the field supervisor and local director of the internship, help improve the model. With the approval of the local director, present the model to the faculty. Evaluate their acceptance of the model.

Suggested Activity 8-e

Identify an educator who can benefit through interschool visitation. Develop a plan with this educator and other responsible personnel to ensure that there are benefits from this experience. Evaluate the success of this activity.

Suggested Activity 8-f

Identify a teacher who is resisting curriculum change. Develop and submit a plan for a conference to the local internship director for resolving the problem. Observe the conference between the teacher and the local internship director and evaluate the conference.

Suggested Activity 8-g

Work with a "task force" of educators to arrange for a university course to be taught locally. (The courses should be designed to meet a specific need of several teachers.) Take over the leadership role and demonstrate your effectiveness in this role by systematic planning and follow-up.

Suggested Activity 8-h

Identify a new program currently being taught. Develop a plan for measuring the effectiveness of the teacher.

Suggested Activity 8-i

Assist teachers in developing or improving teaching self-evaluation instrument. Develop a plan for doing that.

Suggested Activity 8-j

Work with a "task force" to develop criteria and procedures for selecting new teachers and their assignments, and the reassignment

of teachers in service.

Suggested Activity 8-k

Develop a plan for orienting advisory committee members to their new role. Carry out the orientation plan and evaluate the results.

Suggested Activity 8-l

Prepare a speech to be given at a civic club meeting. The topic should be on a new or innovative program currently being introduced in the vocational education program. Work with the local director in making arrangements for your presentation.

Suggested Activity 8-m

Work with a "task force" for the purpose of producing a periodic publication of professional and technical readings. Help them develop the plan and procedures. Evaluate the effectiveness of this effort.

Suggested Activity 8-n

Identify a problem area in a specific subject matter area and help plan a workshop for teachers who could benefit from this experience.

Suggested Activity 8-o

Present a lesson on the topic: "The Working Conference." Make certain that all in attendance recognize not only the role and responsibility of the conference leader, but of the conference members, as well.

Suggested Activity 8-p

Identify a senior teacher who is resisting change on the basis of his seniority. Develop a plan on how you can be of assistance and evaluate the results.

Suggested Activity 8-q

Plan a social activity for the vocational education faculty. Consult with the local director on policy and procedures. Follow through by providing leadership in the organization phase and demonstrating to the group your leadership ability.

Suggested Activity 8-r

Take the leadership in helping teachers in a selected service area to develop an instructional guide.

APPENDIX

ORGANIZING A STAFF DEVELOPMENT PROGRAM IN VOCATIONAL EDUCATION

William A. Bakamis

Introduction

The terms professional growth, inservice education, on-the-job training, and staff development are used frequently and often interchangeably to describe programs for the continuing education of professional school personnel. A good program should focus on increasing the effectiveness of all those who engage in the teaching/learning process. The following material will explain how to organize and operate a progressive, centrally coordinated program that will improve learning opportunities. To accomplish the goal, this material presents those practices, procedures and techniques used by a number of schools of varying size and financial support throughout the country. In the planning of a staff development program, the curriculum specialist needs to bear in mind certain objectives that are basic to the type of program being discussed. These objectives are:

1. to provide a system-wide and continuing program,
2. to involve the entire staff, and
3. to provide an action program.

Let's discuss each of these objectives separately.

How Do We Provide a System-Wide and Continuing Program?

Obviously, the responsibility for improving the professional competency of the teaching staff rests with the principal and other supervisory officers he/she may have on the staff. However, in a great many cases, this responsibility is relegated to the curriculum specialist. Therefore, the curriculum specialist must be willing to assume the responsibility for: (1) defining and clarifying problems that cut across the school system, and (2) bringing unity to the entire program and system.

Only when the staff development program is on a system-wide basis and only when all pertinent facets are coordinated, can the school system achieve the results and broad participation that is essential for a good program. Whether the curriculum specialist is operating in an intermediate district or a particular school system, the system-wide coordinated program helps to close gaps that are certain to result if staff development activities were confined to the professional staffs of individual schools. As a curriculum specialist you should plan, not only for a system-wide program, but also for a continuing program. Teaching staff in your particular system needs stimulation and encouragement to apply what they know, and to grow as individuals. Not one of them will ever reach optimum effectiveness, a fact that the best of them will readily admit. The development of a continuing program of staff development is needed to bridge the gap existing between personnel realities and desirable curriculum ideals. Vocational education has always had a shortage of qualified teachers. Significant numbers still do not possess the baccalaureate degree; others have completed their degree anywhere from 1 to 40 years ago, and under widely different philosophies of education and interpretation of the learning process. Regardless of the fact that a particular school system may have been able to develop common understandings and procedures over a given period of time, the inservice program still must be continuous. All systems have a turnover as a result of retirement, death, marriage, maternity and moving from one location to another.

Who Should Be Included in the Staff Development Program?

Staff development programs must include the entire staff, individually and collectively. They must include not only teachers but administrative and supervisory personnel. The guidelines listed below are for the purpose of involving all professional persons employed in the teaching, administration and supervision of vocational education courses and subjects.

1. Avoid leaving the retraining of teachers to chance or individual initiative.
2. Concentrate on two major objectives.
3. Provide for leadership development.
4. Make provision for meeting individual needs.
5. Understand and accept the basic principles of learning.

Let's discuss each guideline separately.

1. Avoid leaving the retraining of teachers to chance or individual initiative. In the past, teachers have participated in various workshops, attended professional meetings, or have taken university courses mostly on their own initiative. Usually this was done because they felt a personal sense of professional responsibility, a pride in their profession, a desire and a concern for self-improvement or for the advanced degree or salary increments this additional training would bring about. Today, however, we cannot afford to gamble on individual desire for improvement. There is a definite need for a planned program for retraining teachers. In vocational education, new knowledge is being brought in almost daily. There is also a need for restructuring the old knowledge. The public has shown great interest in and concern for education and the improvement of education. Along with this is the clamor for excellence and quality in education, and this of course requires operation of a good staff development program.

2. Concentrate on two major objectives. Regardless of whether the program is called inservice education, on-the-job training or staff development, the primary purpose is to increase the overall effectiveness of those who are engaged in the teaching of vocational education. To attain this goal, it is important that the curriculum specialist concentrate on two major objectives: (1) members of the professional staff in vocational education must develop their knowledge, skill and attitude to the maximum, and (2) they should be placed in a position where they

can make the greatest contribution to the educational program. It is important to note that these two objectives can only be met when a program is system-wide, continuous and involves the entire staff. The curriculum specialist must never overlook or minimize the second objective. Although curriculum specialists may not have a direct responsibility for personnel administration, one of the precepts of personnel administration is that the worker's personal satisfaction has a direct bearing on job performance. Today, when people are giving great attention to the status of their schools, and the schools in turn are giving great attention to their staff personnel, a staff development program must foster personal growth and development in the broadest and most professional sense.

3. Provide for leadership development. Today we are witnessing a significant change in vocational education. Professionally-minded staff members are becoming more and more interested in professional advancement. Equally, the school system, and particularly those that are growing rapidly, are pressed with a supply of candidates to fill positions of leadership. To meet these needs, the usual method of developing teachers through long term experience and advanced university courses falls short of meeting the expanding needs. One of the ways in which the immediate needs can be met is to include a local leadership program. Further discussion of the method employed in developing this local leadership training program will appear later in this unit.

4. Meeting individual needs. In planning for a staff-wide training program, it is important that the curriculum specialist recognize that the individuals who make up the professional staff represent a wide range of abilities, aspirations, background, motivation and values. It is evident that any program must include opportunities for growth, not only for individuals, but for groups as well.

5. Understand and accept the basic principles of learning. Teachers pursuing inservice training have a right to expect that the curriculum specialist understand

and apply all that is known about the teaching/learning process. Throughout planning for staff development the curriculum specialist must accept and use these basic learning principles: (1) Give primary consideration to the readiness of the learners; if they are not ready it is almost futile to anticipate that a particular pattern of training will result in an improved on-the-job performance. (2) Make certain that the goals of the learners will affect the significance that they attach to the learning opportunity. This opportunity to learn will only be effective if the participants relate the projected experience to their perception of the on-the-job responsibility. (3) To facilitate learning, the program must involve the learners. The participants must be involved if they are to gain maximum personal satisfaction from the inservice training experiences. (4) Recognize that learning is a continuous process, in which previous training is facilitated with planned, sequential and follow-up activities.

We Must Provide an Action Program.

An action program is imperative. If the program is to foster continuous improvement of the personnel, it must be an action program. Both the incumbent and new teachers frequently need action training when they are to teach courses in any of the technical areas. Action programs with all the equipment and hardware at hand are the only means of preparing teachers to make effective use of new teaching devices such as educational television or other audiovisual equipment. New media methods are constantly and increasingly being introduced into the laboratory and classrooms.

How Are Needs Assessed?

The first step in planning for staff development is to assess the needs. Such assessment is, of course, a continuing process. One way the curriculum specialists can keep abreast of the diverse needs of individuals is by reviewing needs as experienced by the system and expressed by the staff. This can be

accomplished by using questionnaires, surveys, opinion polls, gathering data concerning certification and related matters, and by using curriculum study and research findings.

Because personnel realities reveal diverse needs, opportunity must be provided for many different groups. Members of the teaching staff include beginning teachers, experienced teachers new to the system, former teachers returning to the profession, and teachers in continuous service in the system. Another group is composed of established teachers who already know more than they are willing to apply to the concerns of the school system and the improvement of the instructional program. In addition, leadership training is also desirable to maintain a reserve of candidates for administrative and supervisory positions. Following are some techniques that provide the curriculum specialist with specific information on the needs of individuals and groups: (1) Toward the end of the school year, meet with a group or groups composed of beginning teachers, experienced teachers new to the system, and former teachers returning to the profession. Ask for an evaluation of the orientation program they attended almost a year ago and for any other information that will guide you in helping teachers in these categories. (2) Establish a line of communication between your office and all the principals, supervisors and any other person in a supervisory or administrative position dealing with the teacher directly. For example, a principal may report that his teachers have little or no knowledge of programmed instruction and need to know more about how to spot students who need psychological assistance or guidance. (3) Interview individual teachers as time permits. In a smaller school system the curriculum specialist may have more time to conduct interviews; however, in a larger system these interviews will be rather limited and will probably involve individuals who have problems and are referred to the curriculum specialist by the principal. These interviews may also include individuals who specifically ask for help. (4) Provide for a feedback channel which will allow teachers to get information through to you.

Teachers should feel free to call the office to say that they are interested in a workshop or course, either scheduled or tentatively announced, or to provide suggestions on other workshops or courses of interest. Some schools make it a policy to send out printed booklets indicating the workshops or off-campus courses that are being offered. Usually, on the last page of these booklets is a form which may be filled out by the teacher which requests future workshops or courses. This information is reviewed by the curriculum specialist and included in the overall plan for staff development.

How to Use Questionnaires, Surveys and Opinion Polls

Questionnaires may be distributed among teachers asking them their needs. These frequently give significant clues to needed inservice activities. To obtain information on the number of teachers that may be interested in proposed workshops or seminars, the curriculum specialist can use a questionnaire or post a notice on bulletin boards. Use of surveys of teacher opinion on or reactions to, current efforts is a valuable technique in evaluating the total program. Curriculum specialists should not overlook public opinion polls in community surveys as sources of clues to needed inservice activities. These polls or surveys may reveal that teacher groups need to study and improve such things as reporting, grading, and grouping practices, a need that teachers themselves may not clearly recognize.

Gather Data Concerning Certification and Related Matters

Because certification requirements in vocational education not only vary from state to state but also change frequently, the curriculum specialist needs information concerning the certification of staff members. It is important to find out what courses uncertified teachers need for certification, what job experience is required and the information needed for renewal of certificates. With the emphasis being placed on getting baccalaureate degrees, it is important to plan for credit courses either on or off campus. Similarly, the opportunity

to attain advanced degrees should be made available in an organized fashion. A total survey of professional needs must be made periodically. In most systems this survey is made annually. Although surveys need to be made periodically to get much of this information, a large amount of the information is available in manageable form and may be obtained from the school personnel office.

Using Curriculum Study and Research Findings

To shorten or eliminate the time lag between the need for and the change in curriculum, it is necessary to correlate inservice training with study and work leading to curriculum changes and revised courses of study. The needed inservice activities should be instituted at the same time as the curriculum study, if not before. Otherwise, the needed change is not likely to be introduced in the classrooms but reamin with the writer. The curriculum specialist should design inservice training to bring about changes in the knowledges, skills, attitudes, and values of the responsible teaching staff members.

There are several areas in which vocational education teachers are unprepared. Most teachers are not adequately trained in the use of educational television or individualized instruction. As a result, frequently at the request of teachers themselves, school systems are offering workshops and university courses in these areas. Such workshops and courses will be needed for some time to come. The number of teachers participating in related inservice activities increases when the activity is repeated, and positive results occur as outcomes of inservice activities. The teachers who have not participated in the inservice activity will be inspired to take active part in any new activity in that same general area. It is important therefore, when the curriculum specialist is planning staff development programs, that preparation be made to offer the activity until all those who are interested have been served. Likewise, it is important for the curriculum specialist to use the results of research. New knowledge,

change in instructional content and methods, change in the learning theory, and change in materials and equipment require that the staff development program include activities directed at the performance of the teachers within their particular area of responsibility.

Providing for Areas of Need

Assessing needs, the first step in planning for inservice training for staff development, is simple in contrast to the challenge in meeting these needs. The scope of this challenge is determined by the professional commitment of the staff, the size and structure of the school system, and probably the demands of the community. There are a number of well-recognized staff development services that have been developed over the years, although there may be some additional ones. Following are the major services used in most school systems:

1. the orientation of new teachers,
2. the organization of school year workshops and study groups,
3. the setting up of campus university course centers,
4. the establishment of a summer program,
5. the encouragement of student teacher supervision,
6. the coordination of class and school inter-visitation and teacher exchange programs,
7. the promotion of sabbatical leave and attendance at local, state and national conferences, and
8. a development of programs for leadership training.

Let's take each one of these services individually.

1. The orientation of new teachers.

For many years industry and government have been requiring new professional staff to undergo orientation and preservice training programs, some of which last not weeks but months. School systems should actually follow this practice

by adopting practices and techniques that business and industry have found effective over the years. Most schools require that all new teachers, including those new to the system and former teachers returning to the profession, participate in the orientation program. Attendance at these meetings would not be optional, but mandatory, and the newly hired teacher would be informed of this fact at the time of hiring. As a curriculum specialist you would probably be responsible for getting involved in this program in one way or another. The program should be planned for a prolonged period of time, approximately two weeks.

The primary purpose of these orientation programs is to help new teachers with their most immediate problems and with instructional planning and know how. These three objectives will serve the curriculum specialist in planning:

a. Welcome newcomers sincerely and warmly as a member of a team. Generally, it is a good idea to have the opening session welcoming speech given by the superintendent, for all are gratified by warm and friendly attention from their supervisor and superintendent. This may be followed by a social hour at which new teachers can get acquainted with each other. It is also a good idea for the superintendent to be presented to the new teachers and members of his/her administrative staff, building principals, and perhaps the school board. The curriculum specialist should make her/his rounds, making sure that each newcomer has the opportunity to meet with the administrative staff and the supervisory staff.

b. Give the new teacher all pertinent information about the system, the assigned school staff, its students, and the community.

c. Give the newcomer individual help in developing the necessary skills and techniques to do a good job over as long a period as is necessary.

The importance of planning the orientation program carefully cannot be over-emphasized. Specifically the orientation should (a) provide an introduction

to the organization and the policies of the school system, (b) explain benefits, resources, and services available within the school system and the community, (c) discuss the professional association and its activities, and (d) outline routines and expectations of the assigned school.

Orientation practices vary from school to school. In some schools it is conducted from the central office, by the central office staff, in cooperation with local professional associations and complimented by orientation activities within individual schools. Whatever method of orientation is used, the activities design should give information on local history, population growth, government, educational goals, salary schedules, a school calendar, certification requirements, and personnel policies and procedures. This type of information is invaluable to the newcomer and will actually save the curriculum specialist a significant amount of time in bringing about the increase in the newcomers' morale. Schools and school systems that require new teachers to attend prolonged orientation workshops have found them well worth the careful planning necessary and the financial investment. Such programs increase teacher efficiency and the personal feelings of security in a new situation. Preschool workshops or orientation sessions contribute to the school system's long range goals for staff development. Since one of the purposes of orientation is to provide the teacher help in developing the necessary goals and techniques over as long a period as is necessary, orientation is more than education and does not end on a day early in September when new teachers meet their first classes. Actually, orientation is a part of the total staff development program and merges with the other activities in the total program. In fact, as the booklet designed for newcomers is revised from time to time, the older teachers must also be given the opportunity to review some of the changes that are included in the new publication.

2. Organizing School Year Workshops and Study Groups

The curriculum specialist, in planning workshops, should try to schedule these

workshops and study groups during the school year or in the summer according to the school needs. Usually these workshops are scheduled in advance and a descriptive booklet is given to all interested teachers. Most workshops meet for two hours, and include 10 to 15 sessions. These meetings may be weekly or at times every other week. By attending many of the workshops teachers may earn credits toward the renewal of their certificates. The curriculum specialist must realize that these workshops and study groups scheduled during the school year should be planned to help teachers (a) improve their methods of teaching, (b) to become more knowledgeable in a subject field, and (c) to increase their understanding of both the children and adults with whom they work. Teachers attending some study group sessions, meeting with a slow learner or a disadvantaged learner, are stimulated to define and develop improved and workable plans and to follow up with critical analysis and discussion. Other areas for study groups for vocational educators include the exploration of the various innovations, such as educational television, new instructional materials and equipment, and programmed learning.

Who Should Be Selected to Teach These Courses?

Actually the curriculum specialist must be aware that there are competent people within the organization and outside of the organization whom she/he may call upon for assistance. Staff may be selected from within or from outside of the school. Principals, supervisors, subject matter specialists, and other resource teachers from industry may be used, depending on the occasion. If it is impossible to get somebody from within the system or from the community, the curriculum specialist can, of course, supplement his/her staff by contacting outside specialists and consultants as they are needed. The curriculum specialist should set up workshops and study groups on a system-wide basis. Then participants, whether they are teachers or supervisors, can be offered many and varied opportunities

from which they too can plan sequential programs built on their own interests and following their own choices. Another advantage is that the more school situations represented in a study group, the greater the breadth of participants.

3. Setting Up an Off-campus University Course Center

The curriculum specialist can be instrumental in helping teachers fufill requirements that meet certification requirements by assisting them to keep abreast of new technology, new methods, and by providing them the opportunity for professional improvement and status that comes with the advanced degree. This can be accomplished by setting up course centers within the geographical borders of the school district. The schools that are set up as centers should be convenient for teachers who wish to attend. These course centers should be geared to the needs of the individual teachers and selected cooperatively by the public school and university personnel. In cooperation with the university or college, the curriculum specialist should strive to provide qualified instructors to teach the credit course. Universities are in the position to hire adjunct professors to assist in the teaching of these courses. If a good program is provided, participation should be high, in some localities anywhere from 1/3 to 1/2 of the entire staff should participate in workshops and credit courses given in a school center within the school district.

4. Establishing a Summer Program

A good staff development program will include activities during the summer when teachers are free from classroom duties. Some schools use local workshops at which teachers work full time or perhaps for a month during the summer, while others encourage teachers to attend on-campus classes. In those schools which schedule summer workshops, teachers work together for periods varying in length from one week to as many as six or eight. The tasks are specific and related to

the improvement of instruction, including the development of (a) the curriculum, (b) the teacher's own professional competencies or knowledge in certain areas, (c) curriculum materials centers, (d) teaching guides, and (e) procedures for differentiation of work according to individual students.

In school systems with summer schools, there is opportunity to use the summer session as a laboratory and demonstration school for staff development and research purposes. In fact, these purposes provide one reason for having a summer session. The ideal summer school situation for training purposes includes a variety of offerings for children including both remedial and enrichment programs at all levels. In school systems large enough to offer a summer program, the classrooms and laboratories can play an important part in putting on demonstration teaching. In this type of situation, you have students attending classes that can be used as live demonstration classes. Even small schools can carry on programs successfully. If possible the summer program should be broad enough to include scholarship aid for selected staff members wishing to do both graduate and undergraduate work. Most teachers in vocational education will have the baccalaureate degree. However, there are those who will have to finish up certain general university requirements to complete their baccalaureate degree.

When such aid is offered, the school system should adopt a clear cut policy regarding awards. These are some of the matters generally included in policy statements: (a) recipients are expected to pursue studies that will improve their skills in the particular subject matter where the school has a recognized need, (b) recipients should be able and willing to share their experiences and knowledge with other teachers through various phases of staff development programs, and (c) scholarships are not awarded to applicants who wish to attend a local institution, or to applicants who intend to complete work to meet a requirement for a salary increment.

5. Encouraging School Teacher Supervision

Vocational Education Curriculum Specialists need to place emphasis on teacher training and intern programs as well. As they guide a bright and eager student teacher in his/her first teaching situation, the experienced cooperating teacher undergoes practical inservice training of the highest quality. By guiding and constantly watching the alert student teacher, one offers the individual teacher an inservice challenge as well as a practical opportunity to keep abreast of the latest findings in the field and to examine his/her own philosophy and practices. School systems have a responsibility to help train teachers by providing a laboratory experience for teacher training; and the school system that provides student teachers a gratifying and pleasant experience strengthens its recruiting program. This is one way in which you can identify those teachers whom you wish to hire at some later date.

Plans and patterns for student teacher training programs differ. Usually during the final year in college the student teacher carries on a work-study program in which the participating school provides laboratory experiences. However, many systems offer sophomore and junior education majors the opportunity to visit and to observe. In some vocational programs, individuals are taken directly from industry and after a short 30 hours session in teaching methodology, are placed into a school system where they will work with experienced teachers in learning how to be effective in their teaching. There are several guidelines to assist the curriculum specialist in planning a successful program of this type. First, select the cooperating teachers with great care, asking principals and supervisors to assist in identifying those who are capable and who are willing to serve themselves and their profession in its need and responsibility to train its own members. This is one of the marks of a true professional. One of the

responsibilities of these teachers will be to screen out unsuitable candidates.

Secondly, provide for meetings with university or college members concerned with student teaching, at which the objectives of the instruction are clarified within the framework of the philosophy and goals of the school system staff members. These members include cooperating teachers and often student teachers themselves. Discuss common problems and develop workable plans toward their solutions.

Thirdly, schedule seminars at which student teachers, cooperating teachers, and others get new insights into subject matter, learning theory and the latest research. Some schools employ intern teachers who have met the requirements for certification and are employed on a regular salary basis. Others have a good background in industry but lack professional training of the university type. During the school year, the school system and college cooperate on a joint program of supervision to further intern training. When these interns complete their year of teaching, they will attend a summer session, frequently their second, at the close of which they will have met the requirements for the master's degree. The advantage of this type of training program cannot be overemphasized. It has a definite effect on teacher turnover. Studies show that the first year of teaching is the most critical; and that more teachers leave at the end of their first year than at any other period of their experience. When the college and the school system cooperate to help teachers during those crucial years of induction into the profession, they are more likely to decide to remain in the school system.

6. Coordinating Class and School Inter-visitation and Teacher Exchange Programs

The curriculum specialist should provide for shop teachers and classroom teachers to visit other classes and other schools. Although such visits vary in duration and purpose, they have nevertheless proved a valuable means of

professional growth in many school systems. Both the visitor and the school visited have had great opportunity to grow in insight and understanding through the exchange of ideas and information. Whether teachers visit other classes and other schools in their own system or go to other districts, it is up to the curriculum specialist to centralize the coordination. This will minimize conflict problems and will facilitate cooperation and good will. The higher the educational reputation a school system enjoys, the more outside visitors it attracts. If requests for visits by outsiders run into the hundreds, in the course of a single year, it is imperative that the central office coordinate arrangements. This will (1) avoid confusion, (2) permit a wider selection of schools to be visited, and (3) equalize requests, thereby lessening the danger of overburdening the better known and the more heavily populated schools. A good example of this type of school is the Southern California Regional Occupational Center (SCROC) at Torrance, California. This program has a significant number of visitors daily and is designed in such a way as to accommodate large numbers without interfering with classroom operation.

Teacher exchange programs with other countries offer similar advantages for professional growth in addition to contributing to international understanding. Though opportunities in vocational education are limited in this area, there are certain schools that have found it advantageous to arrange for travel to Japan, Germany and Denmark for teachers to gain new experience in new methodology.

7. Promoting Sabbatical Leave and Attendance at Local, State and National Conferences

Sabbatical leave, usually six months to an academic year, and attendance at conferences both help to increase participant self inquiry, understanding and insight. There is little doubt as to the value of sabbatical leave; it is an

employee benefit. Industry, government and colleges have long made provision for the necessary leave of employees.

8. Developing Programs for Leadership Training

A leadership training program should be designed to maintain a reservoir of candidates for administrative and supervisory positions who understand the goals, programs, services, and scope of the school program. To accomplish this, the program should (1) identify and prepare potential leaders, (2) orient beginning leaders, and (3) foster continuous growth of experienced leaders employed from within and without the systems through organized inservice opportunity.

How Do You Select and Prepare Potential Leaders?

There are several methods of selecting and preparing potential leaders. Here is an example of the method used by one school system:

1. Any teacher who holds a baccalaureate degree and who has a minimum of three years of teaching experience and meets other requirements, may participate.
2. Principals and supervisors are requested to submit confidential endorsements and recommendations for all participating teachers under their jurisdiction.
3. Candidates take a test prepared by the Educational Testing Service of Princeton, New Jersey, designed to test professional competency in respect to the needs of the particular school district. The ETS battery of tests includes tests on administration and supervision, content areas, nonverbal reasoning, and English expression.
4. Each participant is interviewed by a committee composed of a representative of teachers, peers, principals, and supervisors. The committee attempts to evaluate the following characteristics in terms of the

applicant's area of interest: academic preparation, work experience, personal appearance, poise, speech, ability to converse fluently and intelligently, and emotional control (there are other factors that could be included).

5. All persons interested in professional advancement may take a special workshop course offered by the nearby university, in cooperation with the school district; a workshop especially designed to meet the needs of the school system. Teachers seeking better understanding of the school organization may take this course even though their goal is not administration or supervision. Participants who wish university credit may pay tuition to the university. Those wishing no credit pay nothing.
6. For those who complete the course successfully and for experienced administrators on the job, an advanced workshop in educational leadership is offered. Applicants are selected by a screening committee which considers all information available and at times interviews the applicant.
7. The final step is the assignment to administrative internship. The intern, who is on full salary, is relieved of his teaching assignment in full or in part and is required to register at the nearby university. The intern is to take nine semester hours of credit during the year and be enrolled for two semesters at the university to complete residency requirements for the advanced degree. During the internship, interns spend part of the time in one or more individual schools and part in the central office of the school system. They keep daily logs of activities, and the university and school system use appropriate methods to plan each individual program and to evaluate their performance.

Orienting the Beginning Leader

The second phase of the leadership program consists of the orientation of beginning leaders. It includes seminars, workshops, meetings with outside consultants and specialists within the system, as these neophyte leaders explore and clarify problems of mutual concern. If the role of the instructional leader is to be fulfilled, he/she needs orientation as much as the teacher. The final phase of the program provides inspiration, stimulation and continuous growth from the country's experienced leaders. In this program, consultants, leaders, and experts with national reputations in the field of educational leadership, supervision, curriculum, growth and development, and vocational education, meet with groups in seminars, workshops, and discussion groups. A system such as that described is costly and some of the smaller school systems may not be able to afford it. However, it is possible for even the very small school to work out an internship program with rotating assignments.

How to Organize the Total Program

Regardless of the size of the school, an adequate staff development program offers a variety of activities designed to meet the inservice needs of a wide variety of individuals. The approach must be specific and the program well organized. The following are seven guiding principles:

1. assume responsibility or delegate responsibility for the program,
2. integrate with all related services,
3. consider administrative feasibility,
4. provide resources,
5. use the cooperative approach,
6. provide leadership, and
7. provide for a wide range of optional opportunities.

Let's take each one of these principles individually.

1. Assume Responsibility or Delegate Responsibility for the Program

It is essential to pinpoint the responsibility for developing and maintaining a staff development program. This is usually the concern of the chief administrator who may relegate the responsibility to the curriculum specialist, who in turn may democratically assign the development of an inservice program to a staff member. However, the responsibility will still rest with the curriculum specialist as this is a role assigned by the chief administrator. It is important to remember that professional growth is everybody's concern and yet everybody's job is too often nobody's job. Regardless of the school's organizational structure, if the superintendent or her/his chief administrative officer assigns the responsibility, then the curriculum specialist must accept and take over the staff development program. As large school systems reorganize, many of them are making clear provision for the responsibility of building staff development programs concurrently with the research and curriculum development programs. In smaller systems, staff development may be specified as part of the responsibility of the director of instruction or an assistant superintendent, depending on the organizational pattern.

2. Integrate with All Related Services

Curriculum studies should be a central motive of any strong inservice program. A school system intending to build an organized program of staff development for improving instruction should not overlook interrelationships with curriculum development and the research on which it is based. Teachers, principals and supervisors should be involved in the development, improvement and evaluation of curriculum if full implementation of the change in curriculum is to follow. All instructional and personal services should be coordinated so that growth opportunities arranged for, and conducted through the staff development program, will be compatible and consistent with the help provided by

supervisors, resource teachers, curriculum development workers, instructional materials specialists, research specialists, consultants, and administrative staff. This is particularly important in large school systems where communications can break down easily if careful coordination is not maintained. Leadership personnel must be informed and involved so that conflicting interests and opinions can be minimized. Unity and consistency are significant goals although conformity and repetition must be avoided wherever possible.

3. Consider Administrative Feasibility

The curriculum specialist must consider the feasibility of the program from the administrator's point of view. The art of educational administration lies in the ability to manage organizational details in such a manner that growth and learning are facilitated for all individuals and groups served by the administration.

Although learning is an individual process, the administrator must weigh carefully factors, such as time and facilities, that can either impede or expedite learning. Let's take the matter of time. Before embarking upon an organized program, the administrator must weigh such things as time, extracurricular demands and the general pressures always in operation. Without time to plan and prepare, and without the exertion of mental and physical energies conducive to learning, neither the most willing teacher nor the most outstanding leader can succeed in an inservice activity. The teacher who must sandwich in a university course between a faculty meeting and a P-TA meeting or advisory committee meeting is not likely to enjoy growth or good morale from any of these experiences. The school calendar must be carefully planned so that many activities will neither conflict nor compete for staff time and ability to participate. For example, orientation can be clocked in if the calendar does not include a specific period or orientation prior to the opening of school. Courses, workshops, and committee

meetings should be scheduled on regular days of the week, on days designated in advance so that teachers may plan schedules. Again, this is the responsibility of the administrator, but the curriculum specialist can play an important role in advising the administration of this factor.

Regardless of the subject or problem under scrutiny, teachers resent courses and meetings held in unsuitable facilities. Physical factors to consider in room selection which are often overlooked include the size of the group, ventilation, acoustics, lighting, seating, restrooms and refreshment accommodations, and if the activity takes place outside of the local school building, travel distance and parking accommodations.

4. Providing Resources

Advance planning is necessary to ensure that the supply of materials and equipment is adequate for the agreed-upon activities. The so-called treasure hunt approach wears thin very quickly, likewise the group leader who cannot provide for use of appropriate films, slides, recordings or demonstration equipment, is severely handicapped. Of even more serious consequence is the fact that if teachers are to be encouraged to try new techniques and methods they must first learn for themselves the application of new techniques in an action program. In other words, the curriculum specialist must set the example.

The learning resources center, a new innovation for vocational schools, is increasing rapidly. Although these centers are intended primarily for students, their obvious relationship to teacher training should not be overlooked. A survey of practices reveals the need for large scale inservice training programs to train and encourage teachers to use the media available in these centers. If the library is truly to become a learning resource with television, movie projectors, tape recorders, filmstrips, photographic equipment and picture

collections, in addition to the usual books and periodicals, teachers must be given help in using these devices and trained in the skills of planning for visual presentations.

5. Use the Cooperative Approach

The type of staff development program being described involves cooperative planning and action with the school system, teacher training institutions and professional organizations all playing a part. Not all school systems can involve teacher training institutions and professional organizations. All school systems can and should involve teachers, administrative and supervisory personnel.

To involve teachers in a staff development activity such as workshops, find out through the survey, or by other means, what topics or problems they would like to study. Set up workshops or study groups according to the number of participants, providing physical facilities, equipment and competent leadership. Involve the teachers actively throughout the undertaking in 1) identifying needs, 2) defining objectives, 3) planning for materials and resources to be used, 4) carrying out the recommendations and 5) evaluating the results. To help create the climate necessary for improving instruction, provide opportunity for teachers to participate actively in democratic and group-centered activities under enlightened and cooperative leadership. Secondly, let them discuss topics and matters of their own choosing. By doing so, you not only stimulate their desire for improvement, you also minimize the feeling of threat and anxiety so often prevalent when behavioral changes are involved. In all planning to involve teachers cooperatively in staff development activities, recognize that an organized program is of necessity a two-way process. Not only must teacher needs be fully recognized and efforts made to meet those needs, the needs of the system as a whole, as expressed by educational goals, must also be emphasized. These two important staff development goals can be successfully realized if, and only if, the teachers

concerned are conscious of both of them and committed to their attainment.

How Do You Involve Administrators and Supervisors?

If the goals and objectives of staff development programs are to be fulfilled and the outcomes put into practice, the administrative and supervisory personnel must be involved. Usually the leadership for introducing new programs does not permeate from the top down. You may, as the curriculum specialist, get some indication that some changes need to be made, but usually the changes will come from the staff to the curriculum specialist and then on to the administration. The importance of getting your supervisory and administrative support cannot be overemphasized. Never is this caution more appropriate than when the activity consists of writing curriculum materials. If the principal prefers the old materials, teachers in her/his building are most certain to encounter problems when they endeavor to introduce the new into their classes.

6. Provide Leadership

Planning for leaders of all staff development activities is a responsibility of the person in charge of the program. Leaders of a cooperative effort serve more as facilitators and coordinators, and less as directors or dictators. If they are also status leaders (principals, resource teachers or supervisors) they must subordinate the authority of their position in order to create an atmosphere for growth for all members of the group including themselves. A well executed activity, planned and carried out, must provide a setting in which each individual involved is valuable, has a contribution to make, and can help stimulate the thinking powers of others. Even if a so-called status leader is available to lead or teach a group, this does not guarantee that participants will grow or change behavior. The group leader or teacher must create an atmosphere in which participants will feel accepted, respected and supported. At the same time, the

leader must, through precept and example, win both the acceptance and the respect and support of the group, if members are to grow and learn. As workshops continue to be held year after year, new leaders generally emerge from these groups. When participants learn to solve problems of their own choosing and to share in decision making, leaders are developed within the group. To assure a continuous supply of these leaders for subsequent workshops, it is necessary for curriculum specialists to emphasize the importance of the conference method to those on the teaching staff who may use dictatorial methods.

Using Consultants

When a specialist from a particular field is not available within the immediate school system, the services of a consultant may be needed. Those in charge of staff development should be responsible, not only for determining when and what kind of outside help is needed, but also for obtaining help appropriate to the activity. Too often vocational educators are too proud to seek help from outside sources. It is the curriculum specialist's responsibility to overcome this attitude and to encourage the use of consultants whenever it is necessary. There are decided advantages to using consultants. In as much as the grass appears greener from afar, teachers and staff members often tend to hold specialists from outside the district in higher esteem than home grown specialists. Also, when an outside service is brought to bear on a problem under consideration, resistance to change tends to break down more readily. The situation usually changes by the outside specialist's very presence.

The consultant should be selected on the basis of insight and know-how with respect to the particular problem under study. Outstanding speakers can be helpful for inspiration and stimulation, but little change occurs as a result of speeches. To bring about a change, design the inservice activity so that the consultant acts in the manner of a catalyst, or change agent, when working with

the group.

7. Provide for a Wide Range of Optional Opportunities

The staff development activities must be many and varied. Such activities will offer all professional personnel many choices to facilitate individual growth and increase competency. Good programs will provide for workshops, study groups and consultant services; orientation of new teachers; sabbatical leave; attendance at local, state, and national conferences; class and school inter-visitation; teaching exchanges with schools; leadership training and administrative internships; participation in continuous research and curriculum revision; student teacher placement and supervision; and the coordination of courses provided by nearby universities. Some aspects of the program are developed and conducted cooperatively with out-of-state as well as local colleges and universities, and provide for continuous cooperative evaluation aimed at improving quality, increasing the number, and broadening the range of staff improvement opportunities. Although the activities mentioned are carried out in an organized systematic manner, the importance of activities within individual schools under local leadership is not minimized. Schools are encouraged to take the initiative in supplementing the organized program and are given assistance as requested. As mentioned previously, some schools are not able to plan and carry on so broad and varied a program of staff development. Whatever the size of the school, however, it is important to offer as wide a range of optional opportunities as possible within the scope of the school system's financial capability. Something of interest for all staff members, individually and collectively, should be included; and if possible, provisions made for leadership training.

Evaluating the Staff Development Program

As clearly indicated, the major objective of a staff development program is to continuously improve the knowledge, skills and attitudes of the staff members

with a view to improving the instructional program. It follows then that the staff development program should be evaluated in terms of effects on the staff and the educational program. The evaluation of the effect on the teaching staff is not enough. It is important that the students be evaluated to see the effect the staff development program has had upon them and the results of the learning that has taken place.

Evaluation is basically a judgment process. To arrive at sound judgments, collect, analyze, combine, and coordinate different types of data from different sources. Use all data, and all judgments based on those data, as a guide for improving the program. Evaluation is a means toward improvement, not a goal of the program. The nature and scope of the staff development program will dictate the intent of evaluation; however plans should provide for these steps: 1) major outcomes of the total program, 2) major outcomes of the individual activities, and 3) morale considerations.

Measuring the Outcome of the Total Program

Measuring the effect of the total program means measuring the impact on the school system of all activities included in the framework of the total program. If judgments are to be sound, data from different sources and different types of sources must be collected and analyzed. Gather significant information through interviews and system-wide surveys and from every other source available. Use objective evidence wherever possible, as for example, in measuring 1) staff reaction and attitudes, 2) instructional program improvement, and 3) personnel data.

Staff Reaction and Attitude

To obtain the reaction of staff members to the total program on a system-wide basis the principal techniques are surveys and personal interviews. Professional

personnel react most favorably to the following activities:

1. workshops in summer in which practical methods, techniques and use of materials and equipment are demonstrated and shared;
2. visits to other schools and classrooms,
3. on-the-job help from staff or resource people and consultants,
4. activities that increase participant's understanding of the group process for problem solving,
5. activities in which participants study instructional and learning theory, and
6. information-giving sessions with opportunity to exchange ideas and opinions such as supervising student teachers, leadership training, participating in action research, curriculum development workshops, attending conferences, attending summer school, serving on advisory committees, visiting business and industry establishments.

If the evaluation is to be objective, the survey instrument or rating sheet must provide space for negative comments, and every skilled interviewer should seek information from participants on how the program can be improved. The following list of conditions to which participants react unfavorably should serve as a guide to planning all activities in the program. In other words, this is what turns off most of the participants in any of the staff development programs:

1. poor leadership,
2. lack of skill of members of the group or workshop in group processes (this would include noncontributors, dominators, or persons who lack interest or are unwilling to accept responsibility),
3. poor planning,
4. lack of time,
5. too much repetition,

6. not enough differentiation,

7. inappropriate or too little use of consultant help,

8. pressure to participate, and

9. too large a group.

In general, the most effective activities are those that enable participants to recognize their own growth processes. Curriculum specialists must avoid, at all costs, monotony, repetition and waste of time. In short, teachers have a right to expect that those guiding them will apply all that is known about the teaching/learning process.

Instructional Program Improvement

In search of information on the quality and competency of teaching, the curriculum specialist must study the results of standardized intelligence and achievement tests of pupils. Placement of teachers in industry or business and their resulting competencies is another indication of the effectiveness of the program. The curriculum specialist must compare test results each year with those of the previous year or years, to detect the deviation and underachievement and to discover if there are any weaknesses in the teaching program. If test results are not satisfactory and the causes are related to inadequate teaching, it is the responsibility of the curriculum specialist to make plans immediately to provide appropriate inservice activities.

School systems that send a high proportion of their graduates to junior college or universities usually study carefully the college records of their former students. School systems that feature vocational training are beginning to inquire about the work records of graduates who enter business or industry. Records are usually easily obtainable from recent graduates. Efforts must be made to maintain a continuous follow-up of graduate records so that areas of weakness as well as strengths can be identified.

In addition to significant information related to pupils' achievement in subject matter and skills, the curriculum specialist will need information on their physical, emotional, social, and personal development. Some of this information will be difficult to come by and also difficult to analyze since it may tend to be subjective rather than objective. Efforts are being made in some schools to obtain this information, but much more needs to be done.

Personnel Data

The curriculum specialist can investigate the teacher turnover statistics and reasons given for leaving. The study of turnover data in terms of number of years in service, subject(s) and level taught, may reveal clues to inservice needs. For example, if many teachers leave after the first year, this is usually an indication that the school system needs a more effective orientation program and/or possibly better follow-up during the first year. Help must be available and be given at the time the new teacher is in need of it. This is especially true of people coming directly from business and industry who feel a little apprehensive about joining academically prepared colleagues.

The curriculum specialist should not underestimate the importance of the first year follow-up. What happens during the teacher's first year is probably more significant than the initial and brief orientation period. A high turnover rate in a particular field may be attributable to the need for intensive teacher training as a result of new developments in the field.

Measuring the Outcomes of Individual Activities

To evaluate the effect of individual activities such as workshops, a study group, or a university course, curriculum specialists must base their judgment on observed behavior. This technique is superior to an opinion survey or individual

interview. Even the most carefully constructed rating sheet can do little more than confirm what leaders of individual activities should know if they apply their powers of observation. To get a true evaluation of an inservice activity the curriculum specialist must base evaluation on 1) an actual observation of whether the participant's behavior has been altered as a result of the activity and 2) the effect that change of behavior has had on the participant's students. One of the best techniques for securing desired information is the anecdotal record.

Measuring Change in the Behavior of Participants

One can evaluate the effect of an inservice activity as positive when teachers put into classroom or laboratory practice those new concepts and skills acquired as a result of their participation. For example, following a workshop designed to train and encourage teachers to use audiovisual equipment to better advantage, requests to the instructional materials center for films, filmstrips, and slides tend to increase markedly. Though the number and frequency of requests may vary among participating teachers, any marked increase proves that the goal of the activity was partially achieved.

Measuring Effectiveness in the Classroom or Laboratory

One can evaluate more fully the effectiveness of an activity by determining whether or not learning has been facilitated. Increased use of instructional materials by a teacher is, of itself, no guarantee that learning has taken place or that the pupils have changed their behavior. Conclusions should be based on classroom use of materials and evidence of student growth and learning as well as such factors as how appropriate the material is to the content being taught, the level and interest of the pupils, and whether or not the activity has resulted in teaching skills improvement.

Morale Is Important

Morale, a simple word but difficult to explain, is certainly related to motivation. It can be defined as the will to do or the desire to achieve bigger and better things, to be important, to grow. Certainly no person is highly motivated who does not also have a high level of morale. Morale is not an end in itself, but a means of obtaining better results. It grows out of the intangible climate or environment in which people work. In a school system, morale is the feeling of well-being that induces all people to pull together to improve educational opportunities for students.

If extraneous circumstances do not cloud the atmosphere, morale is generally high in a school system that provides: 1) good working conditions under good administrators, 2) good salary, and 3) good opportunities for professional growth and advancement.

Morale is even more difficult to measure than to define, but an astute curriculum specialist can easily detect evidence of its presence. If personnel take pride in their achievements, they are stimulated to search actively and open-mindedly for ways to improve their performance. If they do not show enthusiasm and concern for pupils in the community they serve, then certainly morale is at a very low ebb. When evaluating inservice activities and experiences for their contribution to high morale, consider questions such as these:

1. Are the experiences cooperatively planned?
2. Are decisions concerning program changes made cooperatively and on the basis of the most objective data possible?
3. Does the group feel free to ask for assistance?
4. Does the group feel encouraged toward realizing its full potential?
5. Are channels of communication established so that ideas can flow freely to the center of control, and from it to every group and

individual?

6. Are both formal and informal communication duly recognized?
7. Are the policies and procedures that serve as a framework for the operation of the schools comprising the systems, readily available to the total staff?
8. Are several means established for two-way communication regarding interpretation and need for change of existing policies and procedures?

If the answer is "yes" in each case, then the inservice program is playing a major role in contributing to high morale and professional commitment and development of the school staff. Improving teacher effectiveness in the classroom is the major goal of staff development programs and the major concern of all school systems regardless of size, wealth, or structure.

The elements of staff development programs discussed are applicable to all school systems even if needs are confined to smaller numbers and there is less variation among professional personnel.

Conclusion

The curriculum specialist plays an important role in the planning and organizing of a program of staff development for vocational education personnel. What the specific responsibilities will be in the staff development process is dependent upon the school system and the exact responsibilities relegated by the immediate supervisor. Administrators who do not have the insight to develop programs of staff development must be encouraged by the curriculum specialist to do so. In the final analysis, it is the curriculum specialist who has a well organized, written program based upon a sound rationale, and concrete facts and figures, who is able to inspire the administrator to promote and to develop staff development programs for vocational education personnel.

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